



Getting Started With Behavior Support Plans

October 1, 2011

Who am I?

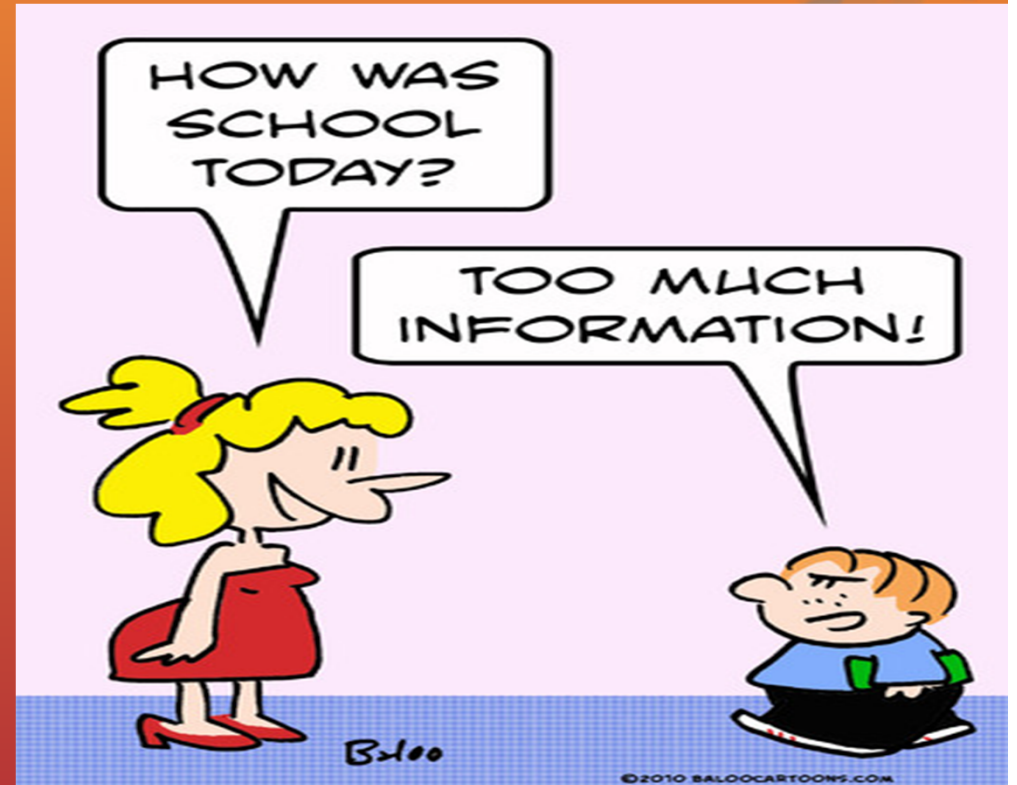
- Becky Cain
- Department of Education
- Mother of three
- Worked at community support provider for seven years
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Agenda:

1. Behavior Basics

**2. Starting the Behavior Plan Process
with Competing Pathways**



http://doe.sd.gov/oess/sped_pbis.asp

Positive Behavioral Interventions and Supports

CT

Positive behavioral interventions and supports (PBIS) is comprised of a wide range of systemic school-wide, group, and individualized strategies for achieving important social and learning outcomes while reducing problem behavior with all students. PBIS is not a specific "model" but a compilation of effective practices, interventions, and process change strategies that have been proven to be empirically effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other community settings.

PBIS is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Systems are put in place to support staff while they teach and manage positive, healthy behaviors. PBIS is the integration of four components:

- Operationally defined and valued outcomes,
- Behavioral and biomedical science,
- Research-validated practices, and
- Systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors.

When schools or community settings implement PBIS the result is the presentation of more desirable child or youth behaviors and safer learning environment where students are able to achieve increased learning.



LEARNING POWER
South Dakota Online AP Incentives Program

DOCUMENTS

- Discipline Guidance
- Manifestation Determination Worksheet
- Sample Manifestation Determination Form
- Application - PBI
- Behavior Impedes Learning PPT
- Behavior Support Plan Template
- Cohorts of Schools
- Competing Behaviors Pathway
- SD State Plan PBIS
- Yearly Data Report
- Writing a Behavior Support Plan
- Behavior Tracking Sample Forms**
 - Behavioral Record
 - Interval Data Collection
- Writing a Behavior Goal**
 - Decrease or Stop Problem Behavior
 - Equivalent Replacement Behavior

Thank You Diana Browning Wright!
www.pent.ca.gov



PENT

Positive Environments,
Network of Trainers

California Department of Education
Diagnostic Center, Southern California



*Welcome to the California
Positive Environments, Network of Trainers*

Home

BSP Desk Reference

Behavior Planning

Positive Environments
and RTI

Accommodations

Mental Health

Forms

Training

Consulting

Legal Issues

Threat Assessment

PENT Cadre

PENT Emails

Job Possibilities

 Search

Our collaborative PENT network is dedicated to increasing academic achievement and overcoming behavioral barriers to success for all students with and without disabilities.

The Positive Environments, Network of Trainers is a California Positive Behavior Initiative designed to provide information and resources for educators striving to achieve high educational outcomes through the use of proactive positive strategies. Evidence-based positive practices and helpful information is disseminated statewide through this website.

All material can be reproduced for **non-commercial** purpose for staff training.

PENT Mission
Statement

History

California's Behavior
Core Messages

PENT was co-founded by Diana Browning Wright and Deborah Holt, in a joint effort between the [Diagnostic Center, Southern California \(DCSC\)](#) and the [Special Education Local Plan Area \(SELPA\)](#). Diana served as the PENT Director from 2003-2009 and Deborah, as the Director of the Diagnostic Center, was the PENT Project Manager. Since that time both Diana and Deborah have retired from the Diagnostic Center. Diana can be reached at dianawright@earthlink.net

Part 1:

Behavior Basics: Why do they do that?



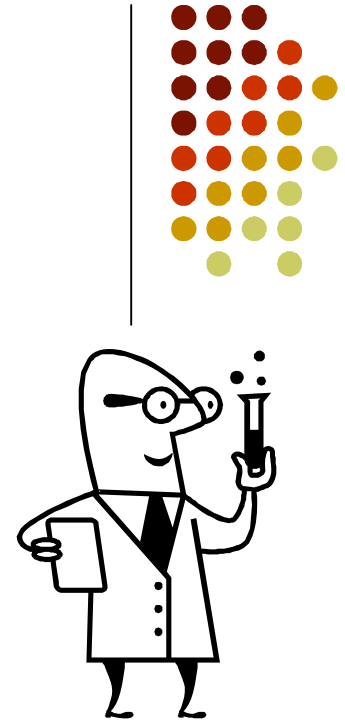


Challenging Behavior Works

- Students engage in challenging behavior because “it works” for them.
- Challenging behavior results in the student gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).

Behavioral Science Says

- Behavior is learned
- Behavior is related to the immediate and social environmental factors
- Systemic manipulation of the environmental factors influences behavior
- Behavior can change
- Appropriate and effective feedback leads to changes in behavior



Learning Behavior/Changing Behavior

Students learn any behavior in the same way they learn to read – through instruction/modeling, practice, feedback, and encouragement.



Part 2: Starting the Behavior Plan Process



What is a Behavior Support Plan?

- Sometimes called Behavior Intervention Plan (BIP)
- A plan that changes the environment to shape student's behavior in a positive way
- Changes what behaviors are reinforced
- Teaches new more desirable behavior
- Tells who will be responsible for carrying out the plan
- Tells when the plan will be revisited to see if it is working

Where Do You Start?

- Gather information
 - Collect data on the problem behavior
 - Through observations
 - Through interviews
 - Past information
 - Look at what is happening before the behavior occurs (antecedent)
 - Look at what happens after the behavior occurs (reinforcing behavior)

Time Sampling Record Sheet

10-minute intervals

Student: _____ Date: _____

Behavior: _____

Type of Time Sampling (Circle 1, 2, or 3 below)

Type 1: Whole Interval += behavior is continuous in the interval	Type 2: Partial Interval += single instance is observed in the interval	Type 3: Momentary += record only if behavior present at end of the interval
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	+ or -	Comments*		+ or -	Comments*		+ or -	Comments*
8:00-8:09			11:10-11:19			2:20-2:29		
8:10-8:19			11:20-11:29			2:30-2:49		
8:20-8:29			11:30-11:49			2:50-2:59		
8:30-8:49			11:50-11:59			3:00-3:09		
8:50-8:59			12:00-12:09			3:10-3:19		
9:00-9:09			12:10-12:19			3:20-3:29		
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10:30-10:49			1:50-1:59			5:00-5:09		
10:50-10:59			2:00-2:09					
11:00-11:09			2:10-2:19					

Behavioral Record (BAC)

Student Name: _____ Period Covered: _____

Date and Time	Behaviors				Antecedent What led to the event?	Consequence Staff intervention and outcome

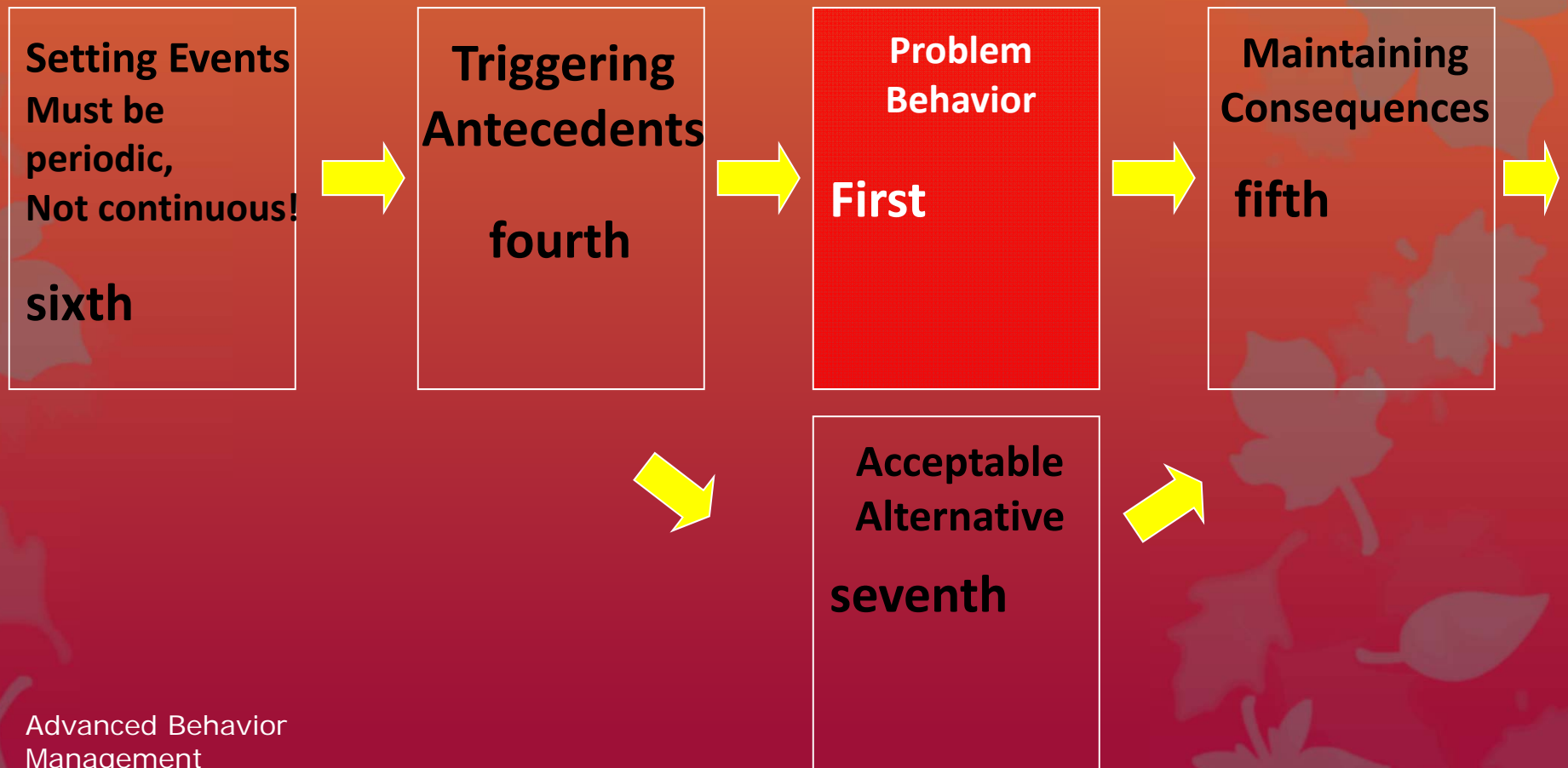
GET ALL THE
INFORMATION YOU CAN,
WE'LL THINK OF A
USE FOR IT LATER.



Competing Pathways

- **Upper: Get this**—general positive behavior
- **Middle: Prevent this**—reactive strategies to prevent problem behavior escalation
- **Lower: Accept this**—FERB in lieu of problem behavior when general positive upper pathway fails

Summary Statement Order of Team Discussion



1. Define Problem Behavior

- Description should be observable, e.g., what it looks like to a camera, and therefore measurable for progress monitoring.
- What the behavior looks like, not how it makes you feel
- If the team describes a category or label for the behavior, follow that with a description of exactly what the student is doing.

Examples for #1

- Off task:

- crawls on the floor; plays with objects in desk; attempts play with others

- Poor organization and planning:

- rushes to complete assignment without planning each phase; waits until the final work period to begin a long term assignment

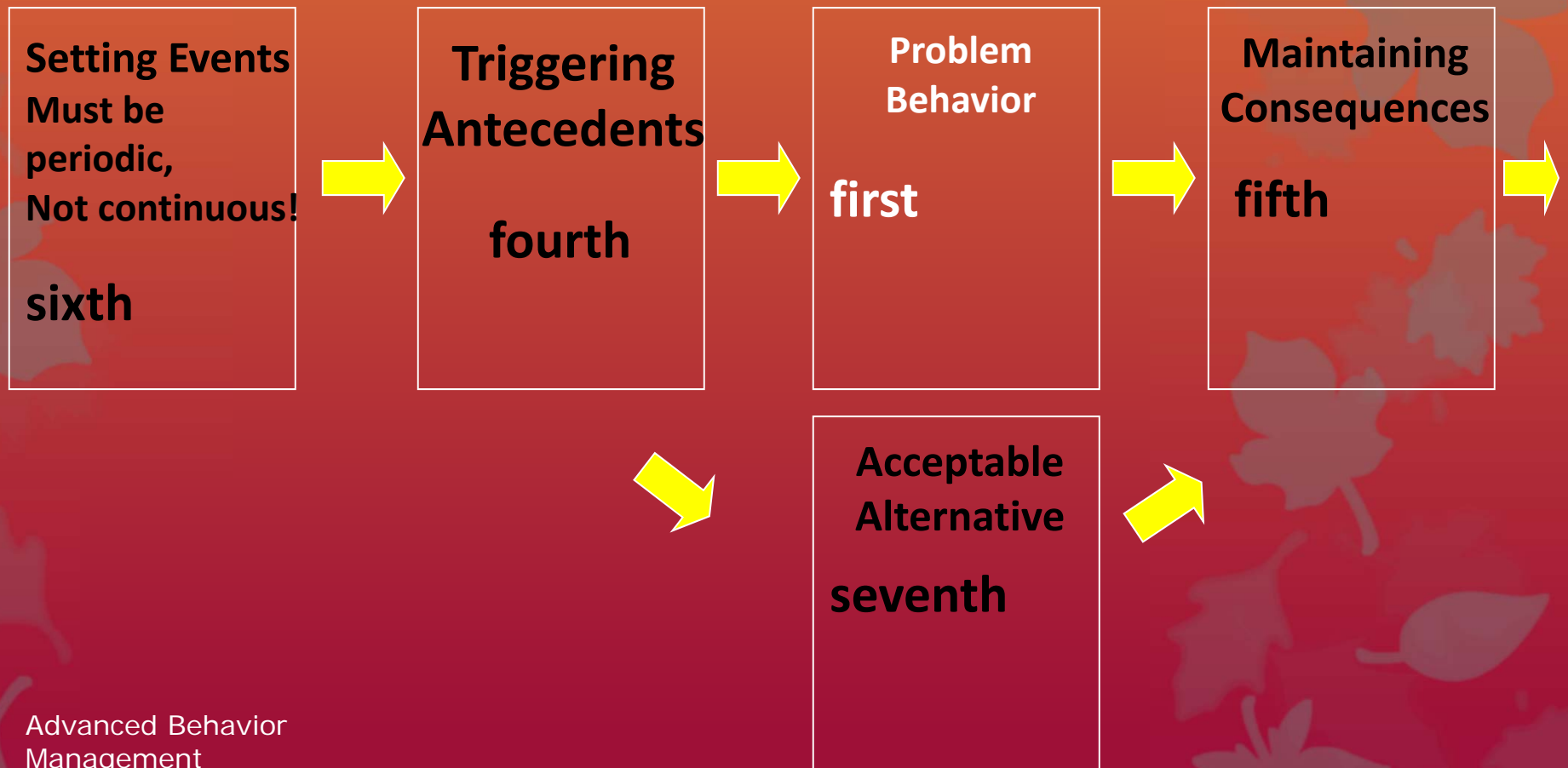
- Tantrums:

Outbursts/Rage/

Explosive Reactions

- student throws materials; student crawls under the desk and screams with high volume.

Summary Statement Order of Team Discussion



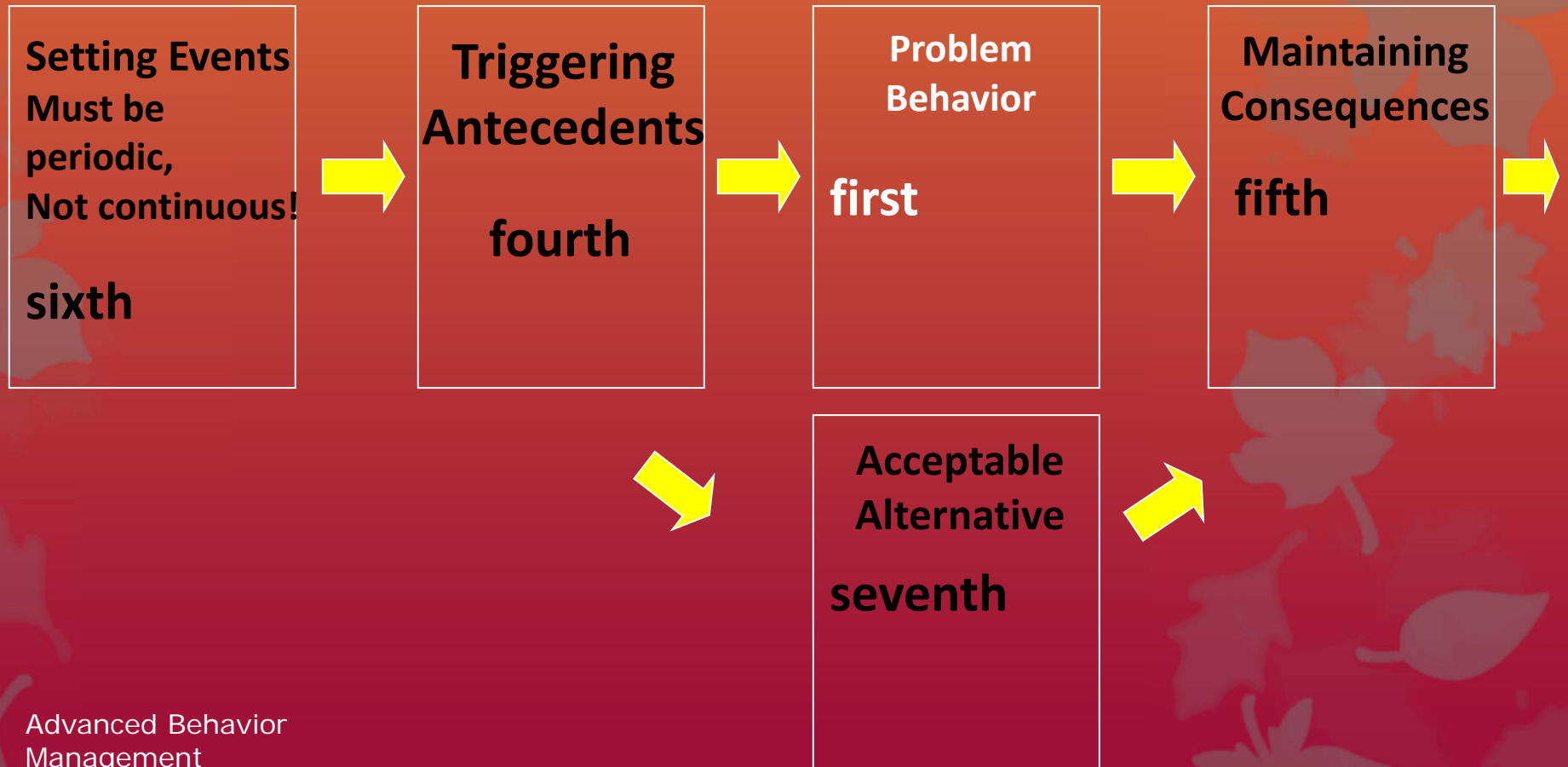
2. Desired Alternative Behavior

- What is the child supposed to be doing at that time?
- What are other students doing at that time?

Examples for #2

- Sit at desk
- Complete assignment during class time
- Turn in neat completed homework on time
- Use language that does not contain swear words while talking to peers and teachers
- Keep hands and feet to self while in the lunch room

Summary Statement Order of Team Discussion



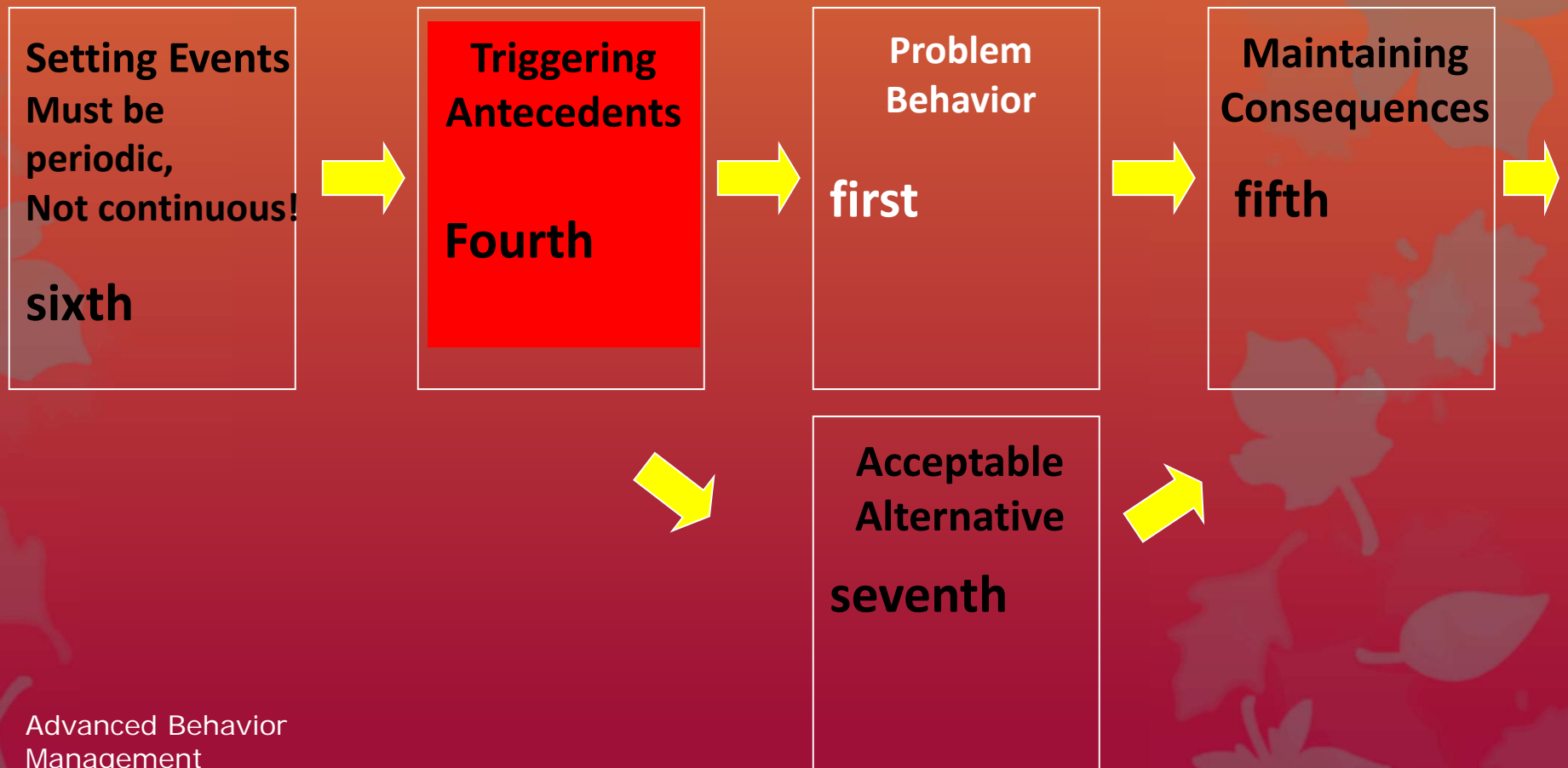
#3 Typical Consequence for #2

- What happens when the student or all the other students exhibit the desired behavior written in #2?

Examples for #3

- Students are allowed access to the computer
- Students learn the material
- Students are able to move on to the next lesson in the book
- Students are able to stay in the classroom and participate in class
- Students are able to play on the playground
- Students are able to sit where they want at lunch

Summary Statement Order of Team Discussion



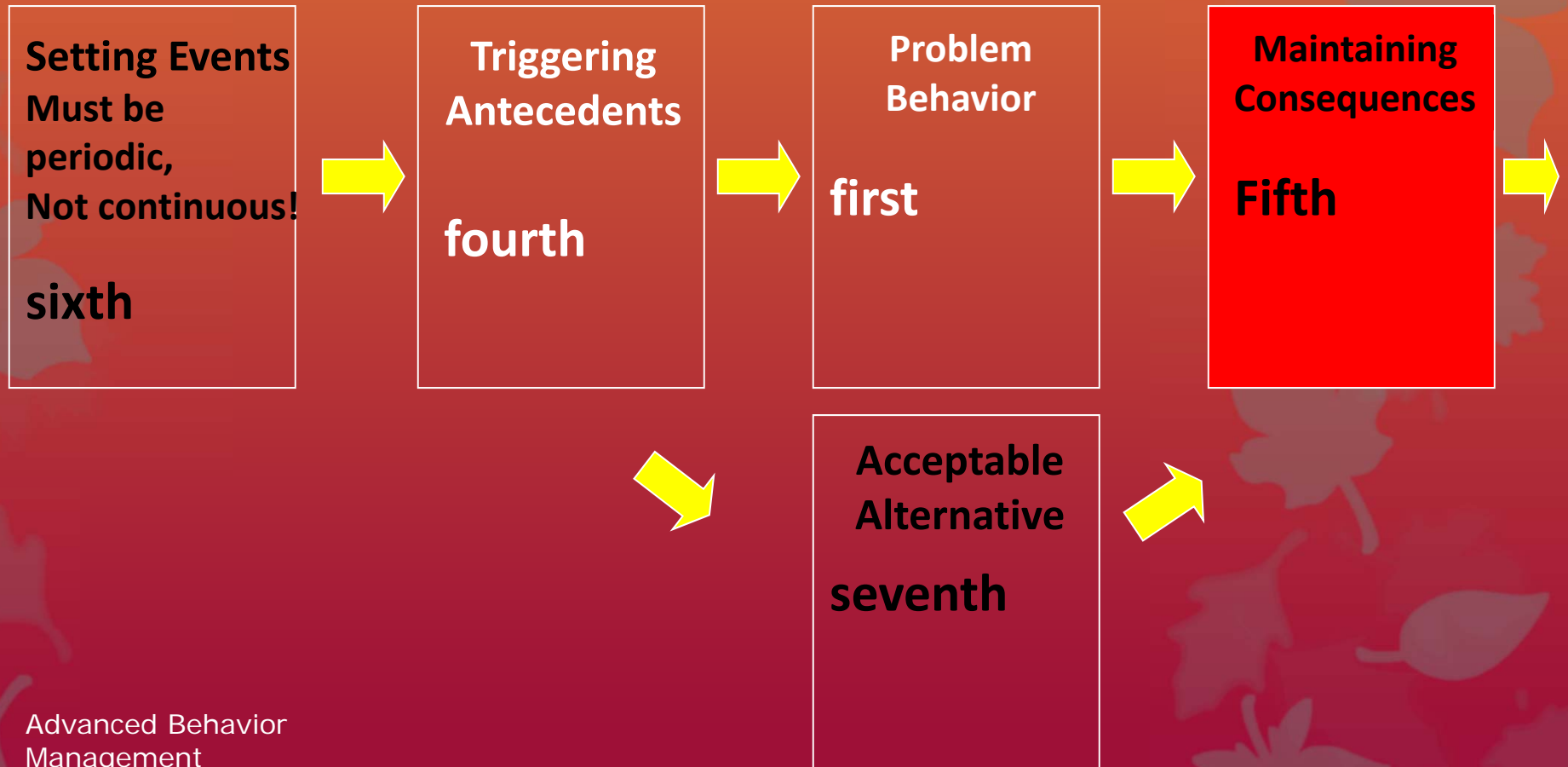
#4 Triggering Antecedents

- Situations in which the behavior is likely to occur: people, time, place, object, etc.

Examples for #4

- Physical Setting
 - **Sensory under or over stimulation: noise, crowding, temperature, etc.; missing or present materials, configurations of furniture;**
- Social Setting
 - **Interaction patterns in or around the student, people present or absent; substitute teacher**
- Instructional Strategies
 - **Mismatch between learner accommodation needs and instructional components. An accommodation plan may be necessary to increase student success.**
- Scheduling Factors
 - **Specific times within the schedule; with or without sequencing and transition supports; absence of a visual schedule; unanticipated changes in routine.**

Summary Statement Order of Team Discussion



#5 Maintaining Consequences

- What is happening after or during the behavior that makes it worth while for the student to keep doing it?
- Also know as function of the behavior in terms of getting or rejecting (protest, escape, or avoid) something that will guide development of a functionally equivalent replacement behavior

Examples for #5

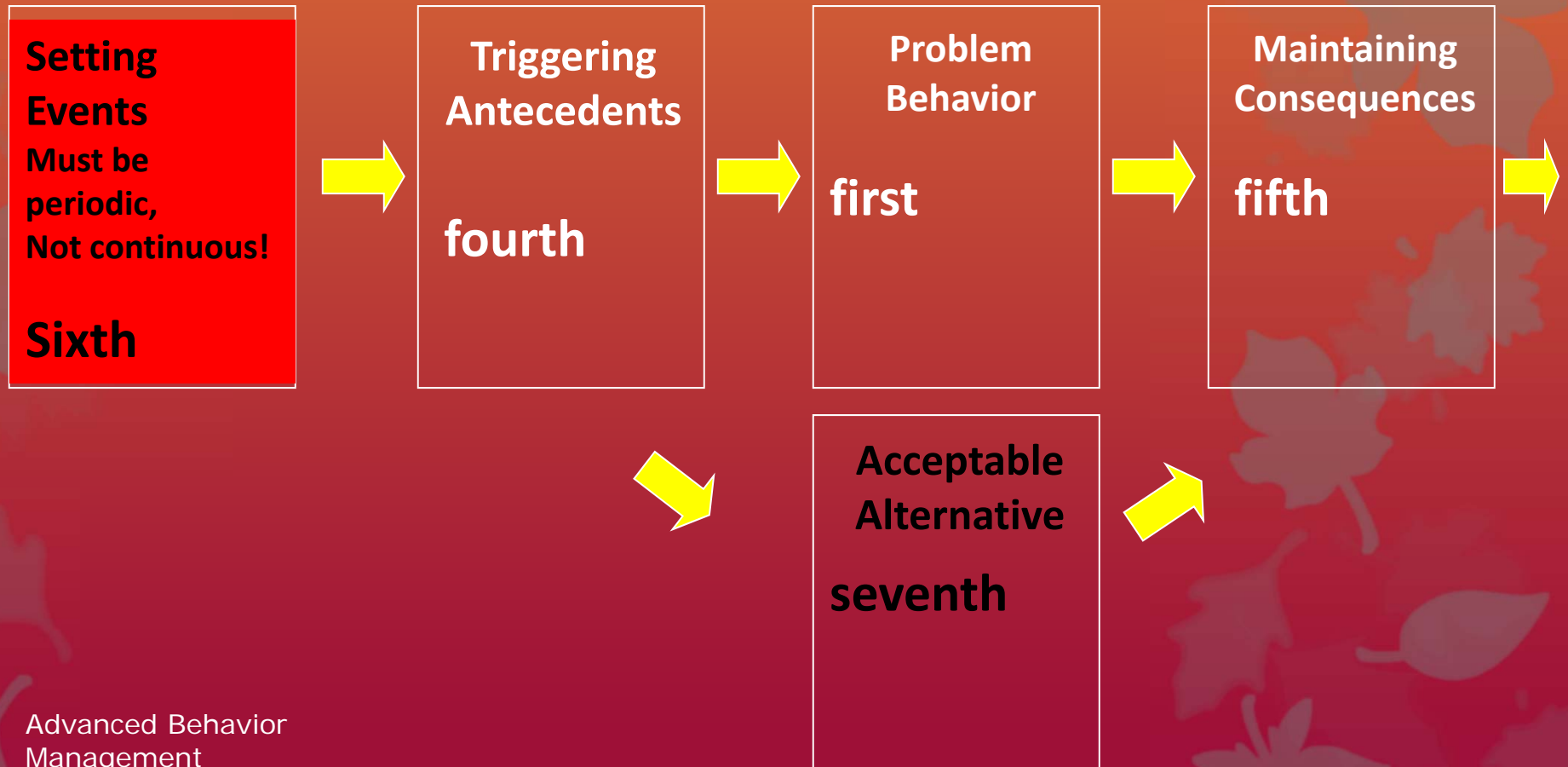
○ **Getting Examples:**

- To gain adult attention
- To gain sustained peer attention and positive comments (use instead of "power")
- To gain a desired item or activity
- To get a choice in the pacing of activities (use instead of "control")

○ **Reject: (Escape/Protest/Avoid) Examples:**

- To escape or avoid a task student states is (a) too hard or (b) too long, or (c) not meaningful to the student or (d) to escape peer comments that the task is too easy
- To avoid or protest a demand or request or reprimand
- To escape an environment in which the student states negative comments from peers frequently occur
- To escape or avoid specific people or activities

Summary Statement Order of Team Discussion



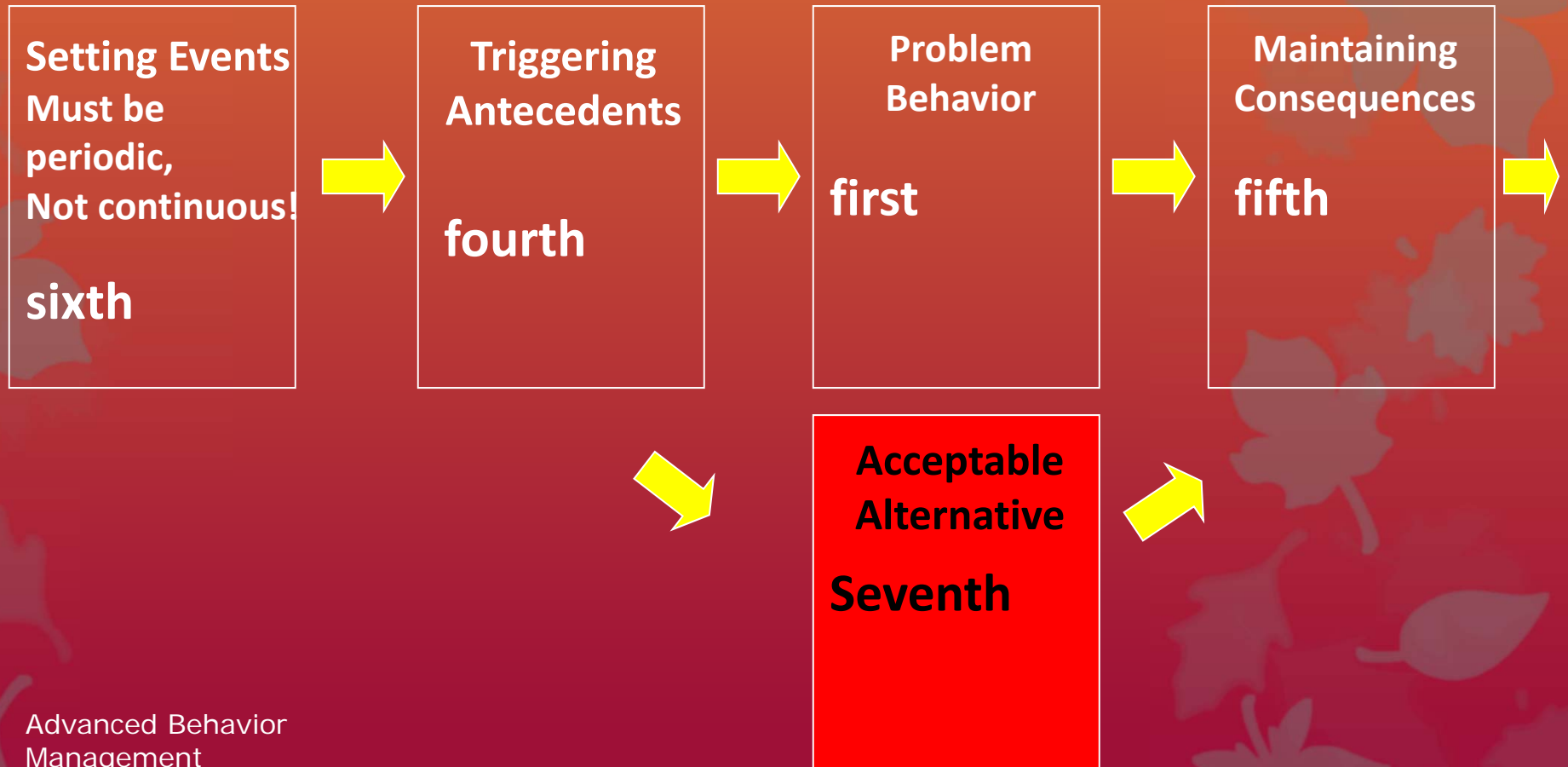
#6 Setting Events

- Not something that happens all the time
- Special events that may ADD TO the likelihood a behavior will occur

Examples #6

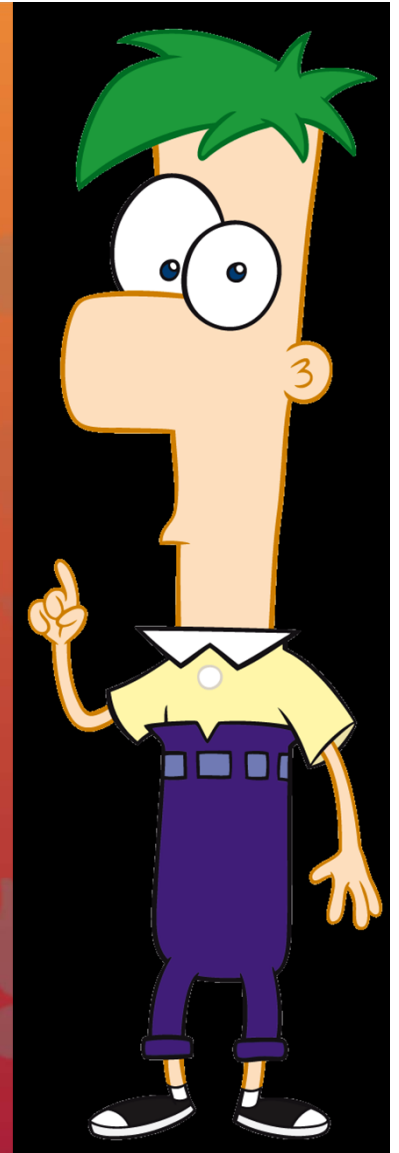
- Child refused meds
- Child broke up with girl/boyfriend
- Child did not get enough sleep the night before

Summary Statement Order of Team Discussion



#7 Functionally Equivalent Replacement Behavior (FERB)

- *FERB = What student should do instead of the problem behavior?*
- *The FERB is a **positive alternative** that allows the student to obtain the same outcome that the problem behavior provided.*
- *The FERB must be as easily performed as the problem behavior.*



Examples for #7

- (Swears at teacher: protesting a lack of attention) – FERB: Verbally state a desire for attention from the teacher.
- (Fights: protesting not getting his way during a recess game) – FERB: Use protest language taught in verbal conflict resolution training.
- (Screams: protesting an unexpected activity) – FERB: Use the printed schedule to protest and then negotiate about an upcoming unexpected activity.
- (Runs from room-escaping hard work) – FERB: Go to time away/break center.
- (Gains sustained positive peer attention from gang members for assaultive behavior) – FERB: Gain sustained positive peer attention from an alternative group for prosocial behavior.

Other Information to Include



Other Information:

List teaching strategies/necessary curriculum materials needed to teach FERB and staff responsible.

- List successive teaching steps for student to learn replacement behavior/s
- **Teaching of underlying pivotal skills that will increase the student's ability to perform general positive behaviors**

YOU MUST TEACH DESIRED BEHAVIORS!



Other Information:
Positive reinforcement strategies
for displaying appropriate
behavior and staff responsible

- *A **reinforcemet** is something proven to increase the behavior. A **reward** is something we hope the student will strive to earn, but there is no current evidence supporting that conclusion.*

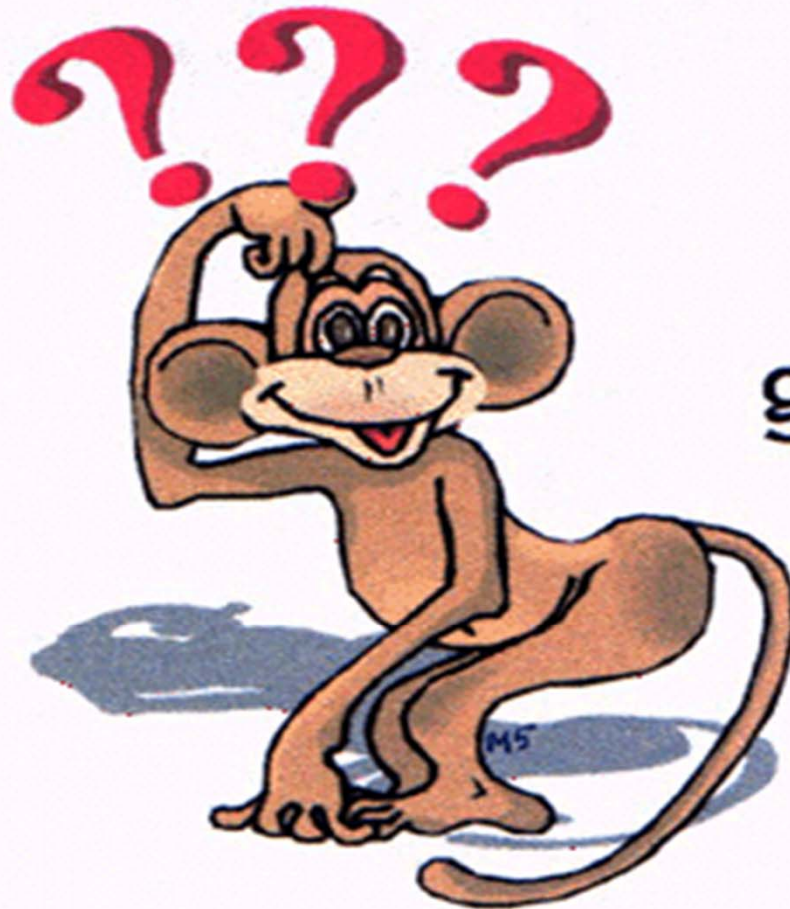
Rules for Reinforcers

- **Specificity:** Be specific
- **Contingency:** Contingently given following the desired behavior
- **Efficacy Evidence:** Student must WANT the reinforcer
- **Frequency:** The frequency of earning must match the students ability to delay gratification. Approximately every 10 minutes? 2x per week?
 - (High frequency is an especially important consideration for students with a limited history of reinforcement for desired behavior.)
- **Immediacy:** Delivered IMMEDIATELY after each desired behavior.
 - Young children
 - Just starting behavior plan
- **Choice-within-Variety:** Offer more than one reinforcer and allow the student to select.

Wrap up

1. Problem Behavior=Clear description of behavior
2. Desired Alternative=What student is supposed to be doing/what others are doing
3. Typical Consequences=Consequences for #2
4. Triggering Antecedents=What happens before behavior/causes behavior
5. Maintaining Consequence= What makes it worth while for student
6. Setting Events= Happens periodically and increases likelihood of behavior
7. Acceptable Alternative=FERB
 - Needs to be easy for student to preform
 - Needs to get same results as problem behavior
 - Needs to be taught

Questions?



Questions
are
guaranteed in
life;
Answers
aren't.